GROSSMONT COLLEGE

ProposedCourse Outline

PHILOSOPHY 160 – LATIN AMERICAN PHILOSOPHY

1. Course Number Course Title Semester Units Semester Hours

PHIL 160 Latin American 3 3 hours lecture: 48-54 hours

Philosophy 96-108 outside-of-class hours

144-162 total hours

2. Prerequisites

None

Corequisite

None

Recommended Preparation

None

3. Catalog Description

This course begins with the indigenous philosophies of Latin America, such as that of the Maya, and proceeds to the colonial period, under which students will learn of imported philosophies such as Scholasticism and Enlightenment thought. The curriculum then turns to the striving for independence in the post-colonial period, and the uneasy tension between positivism and inclusion. As the course turns to the thought of the Twentieth Century, the philosophies of liberation, postmodernism and globalism are explored. The conclusion of this course is a survey of the Latin American philosophies of our century, including those arising in the United States.

4. Course Objectives

The student will:

1. Define the basic philosophies and name their proponents relevant to each historical era.
2. Evaluate and compare how each philosophical stance differs according to each era.
3. Analyze the continuities and discontinuities amongst various schools of thought.
4. Determine those ideals, theories or assumptions that result in the intellectual grouping of certain philosophies as Latin American
5. Compare different methodologies utilized amongst various eras and regions, including distinguishing key techniques shared by Anglo-American and Latin American philosophies
6. Argue a favored view, and defend that view
7. Adapt and improve an existing world view by critically combining what is learned in this course.

5. Instructional Facilities

Standard classroom

6. Special Materials Required of Student

None

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7. Course Content

1. Indigenous Philosophies: Mayan, Aztec and the thought of the Inca
2. Post-Colonial Thought: Roman Catholicism, Scholasticism, Proto-Feminism and Nationalism and Enlightenment thought.
3. 19th Century Positivism and trend towards independence
4. 20th Century reaction to positivism, accelerated trends towards independence manifested in the

Philosophies of Liberation

1. The information age and post-colonialism on Latin American thought
2. The rise of Latin American philosophy in the US

8. Method of Instruction

1. Lectures
2. Guest lecturers from other departments, such as history and CCS
3. Student collaboration to present solutions to a given question
4. Peer presentations
5. Textual analysis in class
6. Documentaries and films

9. Methods of Evaluating Student Performance

1. Reading assignments and class discussion

b. Participation in class projects such as group presentations on a topic such as collective understanding of how colonization affected indigenous thought

c. Quizzes on assigned material

d. Midterm and final exams entailing both objective and interpretive components

e. Term paper(s) and short essay(s) on topics such as “Which aspects of liberation philosophy persist in 21st Century post-colonialism?”

f. Special individual projects such as a presentation to the class tailored to each student’s area of interest within Latin American philosophy.

10. Outside Class Assignments

1. Reading and analysis of primary texts, such as “The Cosmic Race” by Jose Vasconcelos
2. Short answer questions about the adopted textbook to foster remembrance and understanding of course content such as proto-feminism and the rise of nationalistic thought.
3. Weekly Journal: Students will begin the semester answering straightforward questions, progress to answering more sophisticated application questions, ultimately ending the semester by creating formulating their own accounts of how Latin American philosophy has culminated in the rise of Latin American philosophy in the US.
4. Philosophic research on topics such as the concepts involved in and the emergence of Positivism
5. Analytic short essays and argumentative compositions on the continuity of Enlightenment philosophy independence philosophies, for instance

f. Recording short presentations for the instructor on our learning management system

11. Texts

a. Sanchez Jr., Robert Eli, *Latin American and Latinx Philosophy: A Collaborative Introduction*, New York, NY, Taylor and Francis, 2020.

b. Vallejo, Alejandro J., *Latin American Philosophy: From Identity to Radical Exteriority*, Bloomington, IN, Indiana University Press, 2014.

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Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

a. Identify and describe all the periods of Latin American Philosophy

b. Analyze the theoretical continuities and discontinuities amongst these periods

c. Evaluate how various trends have led to the diversification of schools in 21st Century Latin American thought

d. Place herself in the Latin American philosophy traditions learned in our course as it affects her life in El Cajon, and the greater San Diego area, by identifying connections to some ideological aspect(s) or theoretical assumptions of our local culture, politics, institutions, or even of our college itself

Date approved by the Governing Board: May 19, 2020